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ABSTRACT

A follow-up study was conducted at William Rainey Harper College (WRHC) to assess post-graduation experiences of students who received a Trustee Scholarship award between 1974 and 1985 and to determine the impact of the award on students' lives. Surveys were sent to 172 former Trustee Scholarship recipients, requesting information on current employment and educational status, present educational goals, grade point average (GPA), relationship of WRHC major to transfer major or employment, salary, and perceptions of their WRHC experiences. Study findings, based on a 65% response rate, included the following: (1) 67% of the former Trustee Scholarship recipients were currently employed full time, with 52% working in fields closely related to their WRHC major; (2) 14% were enrolled in college full-time, 15% planned to return to college within the next year, and 21% planned to return to college at some time; (3) since leaving WRHC, 80% had attended another college, and 57% had obtained a bachelor's or higher degree; (4) 86% were employed as beginning or experienced professionals, earning an average annual salary of $23,500; (5) though most respondents indicated that they had received little help from WRHC in developing their managerial skills, 69% indicated that they supervised the work of other people in their jobs; and (6) over half of the respondents indicated that the Trustee Scholarship had allowed them to save money to further their education, 25% said it permitted them to work fewer hours while attending WRHC, and 20% indicated that they could not have attended WRHC without the award. Detailed study findings and the survey instrument are appended. (EJV)

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FOLLOW-UP STUDY OF THE RECIPIENTS OF THE TRUSTEE SCHOLARSHIP, 1974 - 1985

Volume XVI
Number 6
1988

John A. Lucas, Director
Office of Planning & Research

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PURPOSE

The purpose of this study was to follow up former students who received the Trustee Scholarship in order to provide a general assessment of the overall impact the scholarship had on recipients.

POPULATION SURVEYED

Students who had received the Trustee Scholarship award from the fall of 1974 through the spring of 1985 were included in this survey. A total of 172 former Trustee Scholarship recipients were identified. After the original mailing of the survey and appropriate follow-up procedures, 65 percent of the target population responded. This response rate is higher than expected considering the target population included students who had attended Harper up to ten years previously. Details of the response rate follow.

	N	PCT
Mail Responses	92	53.5
Telephone Responses	20	11.6
Total Responses	112	65.1
Non-Forwardables	30	17.4
Unable to Reach by Telephone	29	16.9
Refused to Answer	1	.6
Total Non-Responses	60	34.9
Total Target Population	172	100.0

Only one non-response was a refusal. All other non-responses were due to inability to locate these students. Of the former Trustee Scholarship recipients responding to the survey, 70 percent were registered in transfer programs and 30 percent were registered in career programs while attending Harper.

Transfer Programs	N	PCT
Liberal Arts	23	20.5
Business	19	17.0
Engineering	8	7.1
Art	6	5.4
Science	6	5.4
Education	3	2.7
Music	3	2.7
General Education	3	2.7
Other	7	6.2
Total Enrolled In Transfer Programs	78	69.7
Career Programs		
Data Processing	4	3.5
Journalism	4	3.5
Accounting Aide	3	2.7
Legal Technician	3	2.7
Nursing	3	2.7
Criminal Justice	3	2.7
Dental Hygiene	2	1.8
Other	12	10.7
Total Enrolled In Career Programs	34	30.3
Total Recipients Surveyed	112	100.0

METHODOLOGY

The survey instrument shown in the appendix was developed jointly by the Office of Planning and Research and the Vice President of Student Affairs and was mailed to the target population. Three weeks later a second mailing of the survey instrument was made to all those not responding. Eight weeks following the second mailing, those not responding were surveyed by telephone.

DISCUSSION OF RESULTS

Of the 112 Trustee Scholarship recipients surveyed, two-thirds are employed full time. Only 1.8 percent of these recipients are unemployed and another 1.8 percent are unemployed by choice (homemaker status). These percentages are equivalent to results of previous Harper alumni surveys. Some 52 percent of the scholarship recipients have remained in a field closely related to their major at Harper. Currently, over one-quarter are working in a liberal arts related field (13% are teaching). Also, 11 percent are working in each of the following fields - Data Processing, Accounting, or Medical fields. Another quarter are working in other business related fields.

Presently, 14 percent of the recipients are enrolled in college full time and the majority of these full-time students are 1982-83 and 1983-84 scholarship recipients. Another 15 percent plan to return to college within the next year and 21 percent plan to return to college someday.

Since leaving Harper, 57 percent of the scholarship recipients have achieved a bachelor's degree or better; however, 67 percent of those in transfer programs and 35 percent of those in career programs achieved a degree. Another 22 percent have taken some college courses but do not have a degree and one-third of these recipients are currently full-time students.

Among the former scholarship recipients who attended another college or university since leaving Harper, the largest group (25%) transferred to Northern Illinois University. Groups of 5-8 percent transferred to each of the following institutions: University of Illinois/Champaign, University of Illinois/Chicago, Roosevelt University, Loyola University and Illinois State University. Only 8 percent have transferred to out-of-state institutions.

Over two-thirds of the recipients attending other institutions since leaving Harper have successfully transferred 90-100 percent of the credits earned at Harper and also continued in a major identical or closely related to their major at Harper. These recipients achieved a cumulative GPA of 3.32 at their new college. The average GPA of the scholarship recipients was equivalent to the average GPA reported in previous surveys of Harper's transfer alumni.

With regard to employment, 86 percent of the recipients are currently employed as beginning or experienced professionals and three-quarters work in the suburbs of Chicago (54% in the Northwest suburbs). Only 10 percent work outside Illinois. The average salary for these recipients is $23,500.

The survey respondents were asked to rate five growth areas -- specific job knowledge, technical job skills, communication skills, maturity and managerial skills -- as to whether Harper helped them considerably, Harper helped them somewhat, or Harper did not help at all. Both communication skills and maturity were equally rated above the "Harper helped somewhat" level. Specific job knowledge was rated right at the "Harper helped somewhat" level; technical skills and managerial skills were rated just below the same level. Although managerial skills continue to be an area where former students say they receive little help from Harper, it is interesting to note that

DISCUSSION OF RESULTS (continued)

36 percent permanently supervise and another 33 percent occasionally supervise the work of other people.

The most important difference the Trustee Scholarship made for over half of the recipients was that it allowed them to save money to further their education. For another 25 percent, the scholarship provided them with the ability to attend Harper without working so many hours. One-fifth of the recipients said they would not have attended Harper College if they had not received the Trustee Scholarship.

Respondents were asked to list areas where Harper needed the most improvement. Over one-quarter cited a specific academic program or course. The Data Processing Program and the Computer Laboratory were most frequently cited. The counseling provided by Harper and some of Harper's facilities, including the library, parking, and the recreation facilities (which have since been improved), were each cited for needed improvement by almost one fifth of the respondents. Some of the survey respondents also said they would like to see an improvement in students' attitudes toward Harper and more student involvement in Harper activities. Registration procedures were also mentioned as needing improvement. Sixteen percent of the surveyed scholarship recipients stated Harper needed no improvement.

Instructors at Harper made the biggest impact on the lives of 53 percent of past Trustee Scholarship recipients, followed by classroom experiences, participation in Harper clubs and/or activities and interaction with other students.

Finally, Trustee Scholarship recipients were asked how attending Harper affected their whole lifestyle. Over one-quarter of the respondents said Harper provided opportunities for personal growth -- to gain confidence and maturity. Another quarter of the students credit Harper for their career choice, while one-fifth of the respondents recognized Harper as providing a good college base for continuing at a four-year institution.

Many of the former Trustee Scholarship recipients are willing to share their Harper experiences either in the newspaper or in a student recruitment talk or at an awards function.

MAJOR CONCLUSIONS

In general, the majority (67%) of the former Trustee Scholarship recipients are currently employed full time. Over half of the recipients are working in the Northwest suburbs in fields closely related to their major at Harper. Of those employed full time, 86 percent are beginning or experienced professionals earning an average annual salary of $23,500.

Almost 80 percent of the survey respondents attended another college or university since leaving Harper, while 57 percent have achieved a bachelor's degree or beyond. In addition, those who have attended another college have attained an average GPA of 3.3 and, in most cases, have transferred over 90 percent of their Harper courses.

Communication skills and maturity are the areas where former scholarship recipients say they received the most help from Harper, while technical skills and managerial skills are areas where Harper is rated least helpful. When asked what at Harper needed most improvement, academic programs or courses were most frequently cited followed by counseling and some of Harper's facilities.

MAJOR CONCLUSIONS (continued)

For the majority of the recipients, the scholarship allowed them to save money to continue their education beyond Harper. Also, course instructors made the biggest impact on the lives of former scholarship recipients, while Harper made an impact on their whole lifestyle by providing opportunities for personal growth and guidance in making a career choice.

Finally, many of the survey respondents said they are willing to make a personal testimonial regarding their experiences at Harper College.

SURVEY RESULTS OF FORMER TRUSTEE SCHOLARSHIP WINNERS

Current Employment Situation	N	PCT
Employed full time but not enrolled in college	68	60.7
Employed full time and enrolled in college part time	9	8.0
Employed full time and enrolled in college full time	0	0
Enrolled in college full time and employed part time	7	6.2
Enrolled in college full time and not employed	9	8.0
Enrolled in college part time and employed part time	2	1.8
Employed part time and not enrolled in college	5	4.5
Enrolled in college part time and not employed	3	2.7
In the Armed Forces	2	1.8
Unemployed and not enrolled in college but seeking employment	2	1.8
Homemaker, not employed nor enrolled in college	2	1.8
Not employed nor enrolled in college for other reasons	1	.9
Homemaker, employed part time and not enrolled in college	2	1.8
Total	112	100.0

Educational Goal		
Presently enrolled full time in a college or university	16	14.3
Presently enrolled part time in a college or university	14	12.5
Plan within the next year to return to college	17	15.2
Plan to return to college some day	24	21.4
Presently enrolled in a specific training program	0	0
Have completed educational goals	24	21.4
Educational plans are unknown at this point	17	15.2
Total	112	100.0

Education Since Leaving Harper		
Taken no college courses since leaving Harper	23	20.7
Taken some college courses but do not have bachelor degree	25	22.5
Have achieved a bachelors' degree	43	38.8
Have achieved a bachelors' degree plus some graduate courses	15	13.5
Have achieved a master's degree	3	2.7
Have achieved a professional degree	2	1.8
Have achieved a doctorate degree	0	0
Total	111	100.0

Those Who Have Continued Their Education But Have Not Achieved a Bachelor's Degree

School and Major Field

Northern Illinois University	Liberal Arts - 2
	Business Education
	Art
Roosevelt University	Computer Science - 2
	Marketing
University of Illinois/Urbana	Mechanical Engineering - 2
	Communication Design
North Central College	Chemistry
College of DuPage	Auto Service
Augustana College	Speech
Northeastern Illinois University	Art/Spanish
Oakton Community College	Physical Therapist Assistant - AAS
Loyola University	Liberal Arts
Elmhurst Community College	Not Stated
Iowa State University	Mechanical Engineering
Rochester Community College	Nursing
University of Colorado	Engineering
California State, Long Beach	Business
Indiana University	Business
Merrill College, Oakland, California	Public Health - Certificate

Those Who Have Achieved a Bachelor's Degree or Higher

School, Major Field and Degree

Northern Illinois University	Journalism	B.A. - 3
	Finance	B.S.
	Education	B.S./Nat'l College of Education-Learning Disabilities
	Nursing	B.S.N./Planned Parenthood Milwaukee, Wisc.
	Advertising	B.S.
	Business	B.S./1 year General Studies at Augustana College
	Art	B.F.A./Design Mgmt. - M.A.
	Computer Science	B.S.
	Computer Science	B.S./ITT - Computer Science Graduate Course
	Fashion Merchandising	B.S.
	Art	B.F.A.
	Illustration	B.F.A.
	Communications	B.S.
	Education	B.S./National College of Education - Learning Disabilities
University of Illinois/Chicago	Chemistry	B.S.
	Criminal Justice	B.S.
	Nursing	B.S.N.
	Medical Technician	B.S.

Those Who Have Achieved a Bachelor's Degree or Higher (continued)

School, Major Field, and Degree		
University of Illinois/Urbana	Marketing/Retailing	B.S.
	Chemistry	B.S.
	Chemistry/Engineering	B.S.
	Graphic Design	B.F.A.
Roosevelt University	Data Processing	B.A.
	Accounting	B.S./B.A./enrolled in MBA Program
	Psychology	B.S. - 2
Loyola University	Biology	B.S./enrolled in Loyola Dental School
	Nursing	B.S.N.
	Anthropology	B.S.
Illinois State University	Special Education	B.S.
	Music	B.A./enrolled in Vandercook College of Music for MBA
	English	B.A./M.A.
	English	B.S.
DePaul University	Marketing	B.S.
	Commerce	B.S.
	Finance	B.S.C./one semester para-legal at Harper/enrolled IIT Kent College of Law
Northeastern Illinois University	Political Science	B.A.
Lake Forest College	Business	B.A.
	Biology	B.A.
University of Chicago	Behavioral Science	B.A./M.A./enrolled at Univ. of Calif.,Irvine - PhD
Valparaiso	Accounting	B.S.
	Business Administration	B.S.
Eastern Illinois University	Personnel Management	B.S.
	Psychology	B.S.
Southern Illinois University	Geography	B.S.
	O. Rec.	B.S.
Western Illinois University	QIS	B.B./enrolled at NIU for MBA
	Marketing	B.A.
National College of Education	Psychology/Elem. Educ.	B.A.
Rockford College	Psychology	B.A./Northeastern Ill. Univ. Psychology
St. Norbert College	Elementary Education	B.A./Northern Ill. Univ./ Reading Education
Mundelein College	English	B.A.
Harrington Institute of Interior Design	Interior Design	B.A.
Rosary College	Accounting	M.A.
University of Wisconsin	Engineering	B.S./Attended IIT-Engr.
	Biology, Wildlife, Natural Resources	B.S./Stephen F. Austin State Univ./Teaching Cert.
Iowa State University	Engineer (I.E.)	B.S./Univ. of Chicago E.E. - B.S.
Georgetown University	American Studies	B.A./enrolled at Georgetown School of Medicine
Arizona State University	Electrical Engineering	B.S.E.E.
Ball State University	Broadcasting	B.S.
University of Wyoming	Pharmacy	B.S.

Relatedness of Last Major While at Harper

	Relatedness Index	N	PCT
Identical	3	17	19.3
Closely Related	2	33	37.5
Somewhat Related	1	25	28.4
Not Related	0	13	14.8
Total		88	100.0

Average Relatedness Index - 1.61

Extent to Which Credit Earned at Harper Transferred to Another College

	N	PCT
0 - 20 percent	0	0
20 - 40 percent	4	4.7
40 - 60 percent	4	4.7
60 - 80 percent	6	7.0
80 - 90 percent	12	13.9
All but 2 or 3 courses	10	11.6
All but one course	10	11.6
Transferred all courses	40	46.5
Total	86	100.0

Grade Performance at New College

	N	PCT
Percent earned 3.0 GPA or Higher	73	83.9
Percent earned below a 2.0 GPA	3	3.4
Mean Cumulative GPA	3.32	
Number of Respondents	87	

Level of Employment

Unskilled Labor	1	1.3
Semiskilled Labor	2	2.5
Technician, Skilled Labor or Foreman	7	9.1
Beginning Professional	33	42.9
Experienced Professional or Second Line Supervision	33	42.9
Creative Scientist or Researcher or Upper Middle Mgmt.	0	0
Vice President Level or Higher	1	1.3
Total	77	100.0

Relatedness of Present or Last Job to Major Field at Harper

	Relatedness Index	N	PCT
They are identical	3	28	26.4
They are closely related	2	27.5	26.0
They are somewhat related	1	33	31.1
They are not related	0	17.5	16.5
Total		106	100.0
Average Relatedness Index	1.62		

Geographic Location of Employment

	N	PCT
Downtown Chicago	9.83	9.3
Outer fringes of Chicago	3.50	3.3
Northwest Suburbs	54.33	51.3
Other Suburbs	21.33	20.1
Within 40-100 miles of Chicago	3.00	2.8
In Illinois more than 100 miles from Chicago	3.00	2.8
Outside Illinois	11.00	10.4
Total	106.00	100.0

Out of State Locations

Colorado	3
California	2
Ohio	1
Texas	1
Florida	1
Washington (State)	1
Wyoming	1
Manama, Baarain, Persian Gulf	1
Total	11

Most Recent Employment

Job Title	Employer
Teacher - 7	Parkside Human Services
	Univ. of Chicago/Orthogenic School
	Comm. Consolidated School District 5
Teacher CE	Harper
LD Teacher	Wauconda District 118
Second Grade Teacher	Glenview District No. 34
Science Teacher	Teneha High School, Texas
Interpreter/Teaching Asst. - 3	North Suburban Special Education Div.
Teaching Assistant	University of Wyoming
Graduate Teaching Assistant	Illinois State University
Computer Programmer - 4	Sears
	WCI Financial
	Allstate Bank
	Motorola
Senior Programmer	Walgreen Company
Systems Analyst	Baxter Travenol
Sr. Systems Representative	Unisys
Systems Coordinator	Safeco, Inc.
Software Engineer	Motorola
Data Processing	Jackson Sts. and Van
Accountant	G.E. Railcar
Cost Accountant	IBM/Rolm Systems
Staff Accountant	H.B. Fuller
Accounting Supervisor	Anheuser-Busch, Inc.

Most Recent Employment (continued)

Job Title	Employer
Accounting Executive	Weiser Grory Public Relations
Senior Auditor	FNW Bancorp
Accounting Assistant - 2	Protection Mutual
	Arthur Galagher Company
Accounts Receivable Clerk	Alexian Brothers
Accounts Receivable Asst.	Colonial Hospital Supply
Associate Engineer	J.I. Case
Project Engineer	Underwriters Laboratories, Inc.
Research Assistant	U.S. Army Construction Lab/Engineering Research
Environmental Engineer	U.S. Environmental Protection
Entry Level Engineer	Biology Inaging Research, Inc.
Financial Planner	A.B. Peterson Company
Marketing Budget Analyst	Square D
Project Planner	Walgreen Company
Dental Hygienist	Dr. John Reader
Dental Hygienist/Office Mgr.	Dr. John Napolitano
Registered Nurse	Evanston Hospital
Registered Nurse/Float Pool	Glendale Hgts. Community Hospital
OB-GYN Nurse/Practitioner	Crossroads Health Care
LPN	Dr. Michael Karazeris
Technician	Arlington Medical Laboratory
Hospital Corpsman Preventative Medicine Technology	U.S. Navy
Medical Transcriber	Alexian Brothers Hospital
Hospital Liaison	Cumberland Hospital
Design Supervisor	Melle Griot
Senior Designer	Impact, Foote, Cone and Belding
Interior Designer	Honquest Fine Furniture
President/Designer	Self Employed
Area Merchandiser	K-Mart
Display Advertising Sales Representative	Pioneer Press - Barrington
Editor	Parent Guide Magazine
Graphic Paste-up Artist	Paddock Publications
Illustrator Keyline, Paste-up	Mobile Print Company
Asst. Supr. Audio Visual Dept.	Media Services/Audio Visual Department
Typesetter	Bertelson Publishing Company
Music Director	WVWF-FM
Band Director	Maple School District No. 30
Assistant Architect	D.S. Lyne and Associates
Associate Consultant	Hersher Associates, Inc.
Human Resources Assistant	Culligan International
Park Ranger	State of Colorado
Fitness Instructor	Female Fitness, Wooddale
Patrolman	Rolling Meadows
Specialized Operator	Goodyear
Administrative Asst. to the Governor for Women	State of Illinois
Administrative Assistant	U.S. Suburban Press, Inc.
Billing Administrator Equipment Control Specialist	Xerox Corporation
Executive Secretary	Imperial Clevite

Most Recent Employment (continued)

Job Title	Employer
Administrative Secretary	Smith-Kline Bio-Science Labs
Legal Secretary/Paralegal	Household Finance Corporation
Legal Secretary	Witwer, Moran, Berlage, and Witwer
Clerical	Courtesy Distributors, Inc.
Head Teller	Suburban National Bank, Palatine
Teller Supervisor	Clyde Federal Savings and Loan
Manager	Bee Gee Gallery
Real Estate Manager	Independent
Technical Service Manager	Ka No America
Office Manager	Purdue and Company
Executive Assistant Manager	Wag's Restaurant
Assistant Manager	Video Concepts
Management Trainee	Elder Beerman
Produce Manager	Grocery Store Chain in Los Angeles
Shipper/Receiver	Import Auto Products
Waitress	Harpoon Harry's
	Heng Wing Restaurant
Cosmetics Associate	J. C. Penney
Cashier	Montgomery Ward
Bus Driver	High School District No. 211

Full-Time Salary Ranges

Salary Ranges	N	PCT
Under $5,000	0	0
$ 5,000 - $ 7,000	0	0
$ 7,000 - $ 8,999	0	0
$ 9,000 - $ 9,999	0	0
$10,000 - $11,999	2	2.7
$12,000 - $14,999	6	8.2
$15,000 - $19,999	17	23.3
$20,000 - $24,999	20	27.4
$25,000 - $29,999	15	20.5
$30,000 - $34,999	8	11.0
$35,000 - $39,999	5	6.9
Over $40,000	0	0
Total	73	100.0

Mean Salary	$23,461
Median Salary	$22,874

Degree to Which Harper Prepared Students for Their Jobs

Preparation Area	Number of Responses	Average Index* of Degree To Which Harper Helped
Specific Job Knowledge	105	1.09
Technical Job	94	.86
Communication Skills	106	1.37
Managerial Skills	105	.90
Maturity	105	1.31

*Degree Index -- 2 = Harper Helped Considerably
1 = Harper Helped Somewhat
0 = Harper Did Not Help

Degree to Which Harper Prepared Students for Their Jobs (continued)

Other Responses -- The A.S. helped in getting promoted
Organizational Skills
Prepared me for further education
Helped considerably in my adjustment to college and in setting future goals.
Received a good pre-engineering background
Received a good liberal arts education
Received a good math background
Disciplined me to complete work

Extent to Which They Manage or Supervise the Work of Other People

Number Supervised	N	PCT
Over 20 people	7.5	7.3
11 - 20 people	2.0	1.9
5 - 10 people	9.5	9.2
1 - 4 people	18.0	17.5
Occasionally Supervise	34.0	33.0
Never Supervise	32.0	31.1
Total	103.0	100.0

Difference Trustee Scholarship Made in Life

	N	PCT
Would not have attended Harper without the scholarship	20	18.2
Allowed me to attend Harper without working so many hours	26	23.7
Allowed me to save money toward further education	57	51.8
It made no difference	1	.9
Allowed me freedom (financially) to take courses of interest	2	1.8
Gave me confidence and desire to work hard academically	4	3.6
Total	110	100.0

What Person or Experience at Harper Made the Biggest Impact on Your Life

Course Instructors	39	52.7
Specific Course/Internship	9	12.2
Participation in Clubs/Activities	10	13.5
Personal Experiences with Other Students	7	9.5
Counselors	6	8.1
President McGrath	3	4.0
Total	74	100.0

What Area at Harper Needed the Most Improvement

Academic Program/Course	18	26.5
Counseling	13	19.1
Facilities (library, parking, recreation)	14	20.6
Student involvement and attitudes	7	10.3
Registration Procedures	5	7.3
No Improvement Needed	11	16.2
Total	68	100.0

How Experiences at Harper Affected Your Whole Life Style

	N	PCT
Provided personal growth	18	26.5
Directed me toward career choice	16	23.5
Provided a good college base/prepared me for a four-year institution	14	20.6
Improved communication skills	6	8.8
Had no affect on life style	6	8.8
Provided opportunity to improve family relations while living at home	5	7.4
Helped financially	3	4.4
Total	68	100.0

What person or experience at Harper made the biggest impact on your life? It could be a faculty member or staff person, an extracurricular activity, a course, or another student you met. Describe briefly the person or experience and why it had such an impact on your life.

- The person who made the largest impact on my was my lab supervisor, Jaci Carroll. She was more than my boss, she was a friend I could talk to.
- My student teaching in the lab school made the biggest impact on my life, because it was very difficult - I never worked so hard and got a "C". It was a bitter pill to swallow, but I believe that I grew from the experience.
- Junior College National Honor Society recognition.
- Mr. Roepken, Journalism - He made me want to keep striving for the excellence in work that he expected. Setting goals higher makes you realize that there is nothing that you cannot obtain if you really want it.
- Business law class made me realize law was for me and teacher made it interesting, not boring.
- Dr. Mulvihill's anatomy and physiology course was tough and so was she, but I learned a lot from her. When I had trouble with my career choice she was helpful without actually giving me a "quick solution" - I still had to figure it out! I grew to respect her a great deal.
- Being involved in extra-curricular activity. I was president of SADHA, and secretary of Circle K.
- Ms. Karen Keres - she opened my world and introduced me to literature and a way of looking at the world that I would not have gotten anywhere else.
- Mr. James McGrath - He encouraged me to "shoot for the stars" and he reinforced my belief in my abilities.
- I had to make a decision between an architectural or an engineering career. At Harper my freshman year, I took classes in both. After my female architecture teacher told the class we would starve if we were going to be only architects, I choose engineering. Now I am a practicing engineer.
- The chorus - madrigals and concert. It was a way to break the lecture routine, develop a talent I love, meet people in a creative special type setting and establish roots at Harper.
- Not sure
- My speech teacher, Mr. Muchmore, was very encouraging to me. I lacked confidence in delivering a speech. I was very impressed with him and the textbook he had written. Through his class discussions he raised everyone's confidence level. In my job I make many sales presentations and am very grateful for having such a pleasurable speech instructor. He made the class beneficial.
- Henry Roepken, Journalism professor - he accurately portrayed the field of journalism as it operates in real life, not as many "academicians" teach.

What person or experience at Harper made the biggest impact on your life? It could be a faculty member or staff person, an extracurricular activity, a course, or another student your met. Describe briefly the person or experience and why it had such an impact on your life. (continued)

- This question is a bit far reaching don't you think? But anyway, I would say that my experience with Henry Roepken, being a student in his classroom for two years, made me take a hard look at the demands, both physical and moral, etc., within the journalism profession. I thank him for his honesty and still do.
- I worked in the Harper bookstore and the people there have made an impact because they became my friends. We see each other as often as possible.
- Working with the Harbinger, the school newspaper, gave me the opportunity to meet many students and some faculty members. Also, being involved with Phi Theta Kappa was a rewarding experience. I had the chance to work on a scholarship committee and attend the convention in St. Louis.
- The chemistry courses I had at Harper had the biggest impact on me. I was a microbiology major when I took the organic chem sequence. The course instructor (Mr. Bauer) was excellent and interesting. My CHM-131 instructor (Mr. Macaulay) was excellent as well.
- Frances Brantley, a Harper counselor, and leader of peer counseling taught me a lot of things when I was going to Harper. Peer counseling allowed me to work with LD students, English as a second language, develop listening and speaking skills, and meet a vast amount of people, and have many interesting experiences. I enjoyed working in the counseling offices and as an orientation leader, and at registrations also.
- Pat Wenthold - I met Pat when I became a tutor at the tutoring center. She helped me a great deal. I think those years (teen/early 20's) are the toughest mentally, in anyone's life and Pat among other friends at Harper, helped me through those times! Art teachers, Jack Tippens, Ken Dahlburg, Bill Foust, and Spanish teacher, John Davis.
- Karen Stoyanoff - Education teacher. I switched to the field of Education while at Harper. I was previously going into medical technology.
- Mr. Thompson - Anatomy. A lot of support, encouragement, and enthusiasm.
- My instructor for anatomy and physiology got me interested in the medical field.
- Two people and two classes - actually anatomy with Mr. Thompson and Human Physiology with Mrs. Mulvihill. I enjoyed the classes, learned a lot, and got A's without the extreme pressure the same courses were being taught under at Loyola. The information is all the same, but what was a pleasurable, knowledgeable time for me was a very traumatic time for many sophomore nursing students at Loyola.
- I was on the pom-pon squad for two years which enabled me to meet many other students. As captain of the squad it helped me learn management and communication skills. Also, a faculty member, Dr. Smith, my speech instructor. Her enthusiasm and encouragement helped me develop good communication skills.
- It is not where you attend college, but rather what you accomplish while you are there. Several music faculty members.
- All faculty and all courses were a help.
- John Muchmore - drama - gave ma an extreme amount of self confidence in his acting courses. Basically, Harper was a very positive experience for me.
- Both a professor and an extra curricular activity made the biggest impact on my life. In the case of a professor, Dr. Diane Callin immediately comes to mind. Her approach to teaching enabled me to develop both my interest in writing, through exploring many writing styles, as well as pursuing my interest in theatre and public speaking through requesting that her students give oral critiques of the literary work we were discussing. Dr. Callin was demanding and was not the slightest bit tolerant of excuses. Although I did not major in journalism, her class figures greatly in my ability to parlay my interest in writing into a profession. The other experience at Harper which had the biggest impact on my life was my somewhat accidental involvement in the Harbinger. It proved to be a great testing ground, and was where I later developed my love affair with writing. I mentioned my involvement

Comments (continued)

was somewhat accidental, that is I never intended to join the staff. My involvement grew out of my "letters to the editor" that I wrote on a regular basis. I began whipping out those letters shortly into my first semester at Harper, which was shortly after abruptly moving here from New York, where I was born and raised. My expectations about attending a community college in Illinois are too embarrassing to even write about. I will say that I was deeply impressed with Harper, so much so that I felt compelled to share my thoughts. Letters to the editor later developed into being the drama/movie critic in addition to my regular job of staff reporter. In all of this, I must salute Wendy Winkelhake, the editor at the time who made it a point to continually give me exciting and universe story assignments, and also allowed me to fulfill a dream of mine when she selected me, from among the staff, to interview John Houseman during his appearance at Harper.

- I met my fiance at Harper.
- I was at Harper such a short time (1 year) that I really cannot pinpoint any one thing that had a big impact on my life. It was, instead more or less a way of helping me make the transition from high school to college without the stress of living away from home.
- Lillian Fair - Nursing assistant - instructor - was a fantastic teacher who helped me towards maturity and the outside world. I loved my psychology class also.
- The English department helped me incredibly to better my writing ability. Also the students and faculty members were always very helpful when I needed help. Harper was a very big stepping stone for my future education.
- Brenda Harbaugh who taught health, nutrition, and safety. She challenged me intellectually and professionally, while maintaining an element of compassion. She was the type of teacher I wanted to become. To this day, we still keep in touch.
- The person that made the biggest impact on my life at Harper was a hearing impaired student I met. We had a wonderful friendship and shared/learned about each others "worlds". He (hearing/deaf) encouraged me to become a teacher of the hearing impaired and helped me improve my communication skills.
- Speech course - quite valuable in my university courses and in current business position.
- Believe it or not I would have to say pinball played a bit part of my psychological shaping. I made several friends (two of which are my best friends). I also learned that I wasted too much time and money, what little I had, on the game. I learned several valuable lessons about myself over those machines.
- One teacher I had for a managerial class had an impact on my life. Mr. Jedlicka had a lot of knowledge on the subject matter discussed and applied that to similar current situations. He was always helpful to students when they needed help and made me feel comfortable in class discussions. He made me feel more involved in group situations.
- The experience that mostly influenced my life was going through the internship part of my program. Working part time while going to school helped me to find out if I would enjoy the kind of job I was going to school for.
- Dave Macaulay, Org. Chemistry - first of all I met my wife in his class and secondly he turned what potentially could have been an uninteresting course into one of my favorites.
- Mr. Ryberg - he told me a lot about the music industry and how to approach it. He was very practical in his teachings.
- Harper allowed me to sample several areas of study (i.e., business, art) without the restrictions of a specific major or college as many large universities do.
- Dr. Vandeveur - head of Dental Hygiene Program at the time. He helped me to achieve my goal to become a dental hygienist.
- Jack Gallagher - his enthusiastic teachings influenced my choosing biology as a major.
- Clete Hinton - dynamic, interesting man. Ed Liska - super nice guy, and Betty Windham - one of a kind.

Comments (continued)

- My teacher for an advanced comp. class - unfortunately, it is a negative impact. She criticized one of my stories rather harshly and it got to the point others in the class were starting to criticize her. It taught me that people are going to judge you throughout life and you just have to learn to accept it and deal with it.
- There are really no experiences that are outstanding or come to mind. I was not active in any extra curricular activities at Harper. I was also very involved in my job at the time.
- Participating in the long range planning project as team leader taught me the basics in working with persons in various departments within a large organization.
- Instructor - Jim ? - Heredity and environment course - just a fantastic instructor and communicator.
- When I attended Harper, I was a science major. I took an English class (20th Century British and American Literature) for fun. The instructor - Dr. Powell - told me that I should be an English major. I will begin work on my PhD. in English at Michigan State in the fall.
- I cannot single out any particular teacher, but the faculty as a whole had a big impact on me. I was refused a college education by my father and Harper treated me always as "college material" which I proved to be.
- Not much stands out after ten years. Harper was an effective utility/a chance to get credits earned and basics learned without extra curricular involvement and interference with work.
- Talking with the accounting professors encouraged me to go to Roosevelt and major in accounting, also PSY-106 was helpful.
- Through the intern class I took I received the job where I am still working today! I cannot think of a particular person or experience that made an impact on my life. But, if it had not been for a community college I do not think I would be this close to graduating from a four-year institution.
- Being the "Hawkette" pom-pon captain enabled me to practice my organizational skills which I am now finding to be beneficial to my current position as Human Resources Assistant.
- Mr. Horwath in heat treatment and metallology, my calculus teacher, MTH-106, MTH-107, and Mr. Bill Punkay.
- The fact that I lived at home helped me to grow with saving money and having support from my family.
- Mr. Thompson, Anatomy-101. His teaching not only taught me the knowledge I needed for my career, but his enthusiasm gave me a love of anatomy.
- President James McGrath, a mentor with solid advice, a symphathetic ear, and a demanding mind. This man's guidance and friendship has helped me a great deal. Upon discovering a mutual interest in Catholic literature and Shakespeare, he invited me to a tutorial once a week which I benefited from greatly. His "open door" was tremendously helpful to me when I needed advice. The College Survival Skills Course was great and a great instructor - Lee Kolzow.
- Had a very good instructor in my criminal justice and also my psychology course. They helped me to know myself and grow.
- Tom Clark - Senior Designer - Harper's Graphic Services Department. He was the person who taught me the most and gave me real direction for my future goals and university choices. He still influences me to this day.
- Often Harper students are there in a holding pattern. Significant guidance on a course - even in interests and organization of future planning - would have been helpful. Most of us were floundering then and some of the students still are.
- Professor Jordan Siedband gave me a very good background in physics. I feel that more than any other course sequence, the physics sequence helped me for the classes I have taken since.
- Phil Troyer - he was a good friend to talk to when things looked their worst. I would not be a nurse without his guidance.

Comments (continued)

- The basic and advanced drawing teachers taught creative discipline and gave helpful and corrective advice. I appreciated their help greatly. I felt my AV abilities were much enhanced by classes I took at Harper, particularly those taught by Ms. Marg Hawkins, Ms. Hull, and my Art-110 instructor.
- No one event or person really stands out. My stay at Harper was an enjoyable one.
- Dr. Ostrowski, Chairman of Psychology. He helped me out a great deal when I was undecided about majors. He described all the different paths in psychology that were available. Ultimately I decided on industrial psychology. Either this fall or the next I will go to graduate school for I/O of Human Factors Engineering.
- I was very impressed with the quality and professionalism of the teaching staff in the business and management areas.
- Two counselors/advisors influenced me the most. Bruce Bohrer is the only name of the two that I can recall. I worked with them during two summers and helped incoming freshmen with their scheduling. These counselors did not do anything in particular which left an impact on me except they were very encouraging, helpful, and supportive. All the qualities I needed and appreciated at the ages of 19/20.
- The Trustee Scholarship I received made the biggest impact on my life. It enabled me to continue my education at a university out of state that offered my chosen field of study (wildlife management). This would not have been possible had I not received the scholarship. Mr. Downs really cared about his students learning and it makes learning easier.
- I would have to say the over all music department faculty and activities. The faculty, especially those who were there my first year -- Jerry Davidson, E. L. Lancaster, Bob Tillotson, Stan Ryberg and George Makas -- always challenged and encouraged me to work harder and achieve more than I might have otherwise.
- Mrs. Betty Windham - she made the most difficult class I took at Harper somewhat fun and interesting. My experience at Harper College helped me prepare for college. I did not feel I was ready for college life coming out of high school. Harper allowed me to grow up a bit and gain a little understanding of what would be expected of me at a four-year institution.
- The trustee scholarship reception -- that one evening made a big difference. I entered the reception still doubtful that Harper was truly the "right choice". But after meeting the President and the members of the Board, counselors and students, I came to the realization that I was being given a tremendous opportunity. There was a genuine warmth present, a sense of caring which was so evident that I left that evening feeling motivated, inspired, with a desire to achieve and I wanted to do it all and President McGrath personally assured me that I could do it all (or very close to it) if I really wanted to. I still carry that desire to excel with me and I know that there are many people at Harper that I can call my friends - who still care and continue to encourage me in my endeavors.

As you look back at your days at Harper College, what area needed the most improvement? It might be a course, program, student service, student activity, facility or anything that related to your experience. Describe briefly the area and how it could be improved.

- The only thing I can think of is early registration. There has to be a better way to receive an appointment card than waiting in line for an hour or more.
- I think that the child development program should either tell students that they need to have experience in order to make it through the program, or incorporate more "experience" into the program.
- Poor counseling - it seemed like "just get the people some classes" and then on to the next person. Computer classes (Fortran) - the down time of computers made the class difficult to do.
- The lack of close parking and registering, which was too time consuming.

Comments (continued)

- The data processing department desperately needs new teachers and a new curriculum. I had two VERY bad experiences in this area and would not recommend it to anyone. Also, the counselors need to know the transfer requirements of the schools so that students have the right requirements to enter as a junior and graduate in four years. The counselor I talked to cost me an extra semester of time and the expense of that semester.
- I enjoyed Harper immensely and found everyone very helpful.
- I would like to see the library expanded.
- I found scheduling to be very trying - especially since I was not certain of my career goal. I felt the counselors I talked to tried to lead me to the "Liberal Arts" though I had no intention of transferring to a four-year institution. I wanted something more definite for myself. I also wish more emphasis was placed on the order in which courses should be taken. Several times I found myself taking two or more courses at the same time that probably should not have been taken together. For instance, I took anatomy, physiology, medical terminology and transcription along with the dictation equipment course. Was I confused for a while!!!
- Program Director/Dental Hygiene - Dr. Vandever. But that situation was taken care of.
- Need for improvement - a sense among the faculty of pride for the school as an institution and to encourage a perspective of cohesiveness among the students.
- The engineering classes - The instructors were not as knowledgeable or easily understandable as some of the teachers I had at the 4-year university. Because of this I did not learn the material as well as I should have, such as statics and dynamics, therefore, I had some struggles in the 4-year college upper level classes.
- The AAS data processing internship program was terrible. Jobs were not easy to find and Mr. Beluzi did not work with the students and/or local companies to help matters.
- Harper was a great transition from high school to the university; however, the criticism I received regarding the accounting courses I took at Harper (ACC-100 and 101) were not at the level of Valparaiso - the textbook was referenced as "watered down".
- I was mostly satisfied.
- As I remember it was the computer lab - I spent many Friday nights punching key-punch cards and then would need to wait forever for the turnaround time. I am sure the lab has improved but at the time I was there it was terribly frustrating. The class (Fortran) demanded half of my study time and other classes were not given the added attention I wish I could have given them.
- Oddly enough I have the most problems, and still do, with the articles recently run in our local papers concerning space at the College - I just cannot believe that we are short on classroom space. Especially when the College has washrooms that are so huge, you could hold a Hagler-Leonard rematch - check out the restroom near the Art Department in Building C.
- I think a lot of students did not have a sense of belonging - you go to class and you go home, but you cannot force people to participate in the things the College offers.
- Some of the part-time teachers knew their subject, but they did not make very good teachers.
- I don't know if it has improved since I was at Harper, but I liked the idea of study halls (specifically classrooms) in other buildings than the library. The library became over crowded and noisy at times, while the classrooms/study halls had better lighting and a ready-made environment.
- I took several night courses while at Harper. I often felt that the campus police were not around as much in the parking lots as they should have been. The lots are very dark at night. Other than that, my overall experience at Harper was excellent.
- Registration process was chaotic and counseling of students - need for improvement exists.

Comments (continued)

- I deal with a lot of people and I guess learning good communication skills is what I think everyone could use -- I did not really get it at Harper -- I tried counseling at Harper, then at Northeastern, but I did not get that 'real' knowledge until two years ago when I found help outside school. Counseling is important! A life saver!
- More basic education classes specifically transferable to a 4-year school. I was a little (about 15 hours behind) in the program I transferred to.
- The classrooms - especially the lecture halls - were ugly and not conducive to learning - usually, bare walls, cold, and uncomfortable.
- When I attended, I felt we needed a recreational facility and now there is one.
- English - grammar and vocabulary.
- Everything was great except for the lack of campus lighting in the parking lots.
- Better counseling for students planning to transfer to four-year universities especially in providing information about what courses will transfer for what kind of credit, at what universities, that is, as elective or toward major.
- At the time I attended Harper (1977-78) there were few opportunities to meet other students on a social level. I understand that this has since changed but at the time Harper did not meet my social needs.
- Since I was part time I really do not have any criticism. Harper met my needs.
- I think the beginning biology course was not difficult enough to really improve my knowledge in that area. My high school biology program covered what Harper's first year biology course covered. I think it either needs to be more intense or more diversified.
- The attitude of the students at Harper needs, by far, the most improvement. Most of the students look at Harper as a "pit stop" or continuation of high school. For the most part, they are not determined enough to make Harper a fulfilling and rewarding educational experience.
- The dental hygiene program needed the most improvement during the years I attended Harper. I was enrolled in the program and found it needed improvement in curriculum. The program had no coordinator or direct supervisor that students could go to for help, questions, etc. I believe expanding the program longer than four semesters would be helpful to DHY students.
- Possibly more publicity concerning sources for financial aid. Many persons I met did not seem to know where to look.
- Journalism, my major at Harper, was extremely weak in my interest - photography. Out of the 2-year program I spent maybe five weeks taking pictures. I was able to take a lot of math, science, and literature courses, all of which I value.
- I think the transfer program needed improvement. When I graduated from Harper and then went to EIU many classes did not transfer. One class I took at Harper I had to take over at EIU. It was a finance class and they even used the same book I had at Harper.
- I cannot think of any area that needs improvement.
- At the time I attended Harper, a gym was needed - now that has been taken care of.
- The tennis courts needed a lot of work.
- I would like to see the Art Department become more well rounded - add Design/Art, History, Interior Design.
- Considering I started the dental hygiene program right out of high school it was very difficult and I had no knowledge of any dental material. It would have helped me to take all of my science courses before entering the hygiene program, then I could have concentrated on my dental hygiene classes a lot more.
- Involvement between students and career advancement. Example - work, school. A more conscious effort at furthering plans upon graduation at Harper.
- Though I did not use the library too much, the times I did I felt it was a little inadequate. It did not seem like it was too organized. Also, I had problems in the AV Department. I think maybe have more full-time, including, night help. I think it would alleviate much confusion. This was two years ago so you may have already corrected these problems. I have not been to the Harper library since.

Comments (continued)

- Clean the goose droppings off of the sidewalk or kill the geese.
- More preparatory toward bachelor degrees - more counseling needed to define goals of students.
- It was so long ago that I do not really remember.
- My experience at Harper was so overwhelmingly positive that I hesitate to go back and pick out a small flaw. I can only think of one instructor who was not up to par, and in the ten years I attended Harper, that is a pretty good record. Again, after ten years, a lot has already improved. How about more accessible fast meals, real food between 5 and 7 p.m. for part-time working students. I mean decentralized in various places on campus - who knows.
- Having a written statement from the universities in the area stating which classes they would and would not accept. For example, I was told by a faculty development officer that PSY-106 (college survival skills) would transfer to any college in the area. And I was fortunate that it did for Roosevelt. However, it would not transfer over to Northeastern, which would have definitely hurt my image of Harper's counselors. Harper needs a written list from the school warning students not to take advanced work at Harper, i.e., do not take cost accounting or try to transfer in education classes at Northeastern.
- Counseling services for future education and career choices - they should have been emphasized more to the students. Harper needed better communication of the services it offered. With such a transient student population, it was easy not to know what was happening at the College.
- The course - manufacturing processes and materials - was very poor. Instructor was not qualified, I think. Also English 102 courses were kind of "loose".
- I took physics, and dropped it, then took it again. I always made good grades but I could not absorb that subject. Maybe there should be a pre-physics or some sort of a test to see if that is a class someone should not take.
- I think student services needs to be more active with the student body at large.
- While at Harper I had the opportunity to reflect on many things. Hard questions were posed to me. As I gained a little more self-understanding I actually became quite depressed. Nevertheless, I would not trade that experience in for the world. I did express myself better and perhaps, to think more thoroughly (and boy am I more confused about life than ever!).
- More information about which courses will transfer.
- No change - I had to grow myself.
- I cannot recall any, other than the need for a new gym facility which has since been added.
- I would have benefited from a counselor and/or teacher, facilitator, instructor, type who took more individual interest - even sought me out - and encouraged me academically. At the time I was there I needed another person outside of my family to help guide and lead me.
- I feel the area that needs the most improvement is the social scene. The education was good, but students did not stick around after class to socialize. I do not know how this could be changed, but I think it is the largest problem for students who wish to go to school full time and then transfer to a four-year school. It can cause depression and make students give up and decide to work rather than go to college.
- I hated the long walks from the parking lot and in between buildings when it was minus 20 degrees. It was enough to make one stay home.
- Registration was always hectic and long lines. Registration by telephone was much more convenient. I guess nothing can really be done about the long distance parking arrangement, either. One AV history teacher was very anti-catholic - it would help if teachers just presented a class without injecting their biased opinions into the material. The instructor and I did not see eye to eye too often.
- At the time, I felt Harper was not really tough enough. I felt a bit like most colleges are that way. I am sure other people's perception is a much different one. Harper, like anything else, is what one makes it.

Comments (continued)

- Nursing program already has improved.
- The courses need to be harder and more challenging. When I transferred to a university I had a very hard time at the beginning because I had such poor study habits. At Harper I studied while watching TV (usually about one hour a night). I feel that Harper did not prepare me for university courses very well.
- There isn't any student companionship outside of the same high schools.
- Cannot think of anything.
- Nothing - I felt Harper was an excellent two-year school, and prepared me in every way for a four-year institution.
- I feel the engineering courses need improvement. While I feel the math, physics, and chemistry courses I completed were excellent and did prepare me for the engineering curriculum, the general engineering courses I took (statics, dynamics, etc.) did not give me a sufficient grasp of the basics in engineering. This insufficient grasp of the basics, I feel, made my studies at Iowa State much more difficult. I feel that the instructors in this area need to be improved.
- If I had been asked this question immediately after leaving Harper and before continuing my education, I might have been able to list something here, but after having gone on to another school, I feel that Harper was far superior in every aspect and when I look back on my days at Harper, I smile.

Describe briefly how your experience at Harper has affected your whole life style. (Such as value systems, family life, relationships with others, lifelong goals, communication skills, etc.)

- The main difference that going to Harper has made is in my ability to verbally communicate with other people.
- I think that my experience at Harper has helped me to empathize with people who are in tough situations, to grow in self-esteem and to commit myself to getting a graduate degree.
- For the most part, Harper prepared me for NIU. I am glad I took a general education requirement class before entering NIU since there is a waiting list here. I recommend a junior college to many high school seniors. The scholarship I received also helped in financing my college education.
- Family life - can better help my children in school made me realize how important college is for them.
- Communication skills - I am able to express myself to anyone, whatever level or class and do it well.
- Goals - The most important - because of higher goal setting I have become much stronger as a person, so that I can handle whatever life has to offer.
- I feel my experience at Harper greatly affected my communication skills. I feel more confident and positive about my work career and home.
- I made some friends there and also decided that engineering was not for me.
- It made me realize it was possible to have a good position in the legal field without becoming an attorney, but still being a professional.
- I find I am close to my family - I feel because I lived at home while attending Harper (and had support) I still crave the independence I had then (since I am married now with a family of my own). I feel it was a very smart thing for me to go to Harper and not a four-year institution. I am also proud to say my boss will sometimes introduce me as a Harper graduate!
- Harper's experience continued the maturation process for me in all areas.
- When I began at Harper I had already been out of school for many years. I had no way of knowing at that time what my capabilities were or if I would even be able

Comments (continued)

to succeed in academic life. Because of my experiences at Harper I was able to realize my abilities, and to get set in the right direction to continue my education and realize my goals. I am preparing to begin work on my PhD. this fall, and to pursue a future in research and teaching.

- Harper only gave me the extra chance to grow and mature before having to deal with a four-year college and its pressures. Harper does not put as much pressure on a student and therefore makes the transition from high school to college that little bit smoother. It also helped me to know that an education was what I wanted before entering the working world.
- Harper College helped me to make the decision on my future career. I could get a feel for what I wanted to do with my life without having to pay for four years at a university. I achieved good grades at Harper and went on to receive a scholarship for Roosevelt University.
- Harper gave me the opportunity to begin preparation for my degree. While also allowing me to gain valuable work experience -- all at the cost of living at home. I was pleasantly surprised by the positive response to my resume which stated "earned 100 percent of college expenses". Harper allowed me to have that advantage.
- By attending Harper I was able to finance 100 percent of my college education. I am very proud of this. I realize the value of money and the value of an education by having done this. While attending Harper I lived at home which worked out very well. My parents relinquished their hard fast rules and treated me as an adult. A close friendship developed with my parents for the additional two years I was at home. Harper was a good experience for me. It was a stepping stone from high school to a four-year school away from home. I would greatly recommend it.
- I think a lot of people think Harper is an easy school and the education you get there is not worthwhile or not as "good" as other schools. But I think it is up to the student to get the best education he can out of a school. You get what you put into it! Now that I have been in the real world, I have met people who went to those other schools and you know what -- they aren't any smarter than I am. So I am not impressed by how many degrees someone has or where they got them. I am more impressed by how they use what they have to do the job.
- I have been able to be more involved in my younger siblings lives and education. I have been able to join organizations outside of school and participate in activities which pertain to my heritage.
- Attending Harper gave me time to rethink my goals and to mature before deciding on a 4-year school and program.
- Harper began my enthusiastic outgoing personality. It helped me to be open to all types of individuals, and become helpful to anyone who might have needed it. Overall, it built my confidence level. It let me know if I tried I could do it no matter how difficult or time consuming. Also, scheduling the amount of things I did daily at Harper allowed me to become efficient in time management. I learned how to verbally communicate - listening and speaking with the vast amount of experiences as I worked for Harper College as a peer counselor/student aide/orientation leader.
- I used to be shy, quiet -- I did not have too many friends. After really getting involved with Harper -- working at the tutoring center, making many friends in classes, going to school events, etc., I started opening up, talking, making friends -- by myself and like it. Harper was/is great - most of my teachers were terrific - The Art staff! Science teacher Dr. DePalma, English teacher, Pete Sherrer and most of all Pat Wenthold!
- I think I would like to teach in a junior college situation someday. Harper specifically was an excellent place for all types of people, with all types of specific goals. I am not interested in teacher training at the university level.
- I felt my experience at Harper was a positive one. I feel the courses were challenging and prepared me well for NIU. The basics for subjects were taught, as well as getting good study habits. I couldn't be more pleased with my time at Harper.

Comments (continued)

- I will never overlook the opportunities available at the junior colleges I may live near. I am still within Harper's district. The courses are varied, convenient (usually), and most of all, professional.
- Provided me with an educational foundation to continue my educational goals. If I had to do it again, I would do it exactly the same.
- It was a part of the overall learning cycle that goes on throughout an individuals lifetime.
- I feel that Harper provided a strong and stable stepping stone in my life to further my education. At the age of 18 I was not ready - maturity wise - to go away to school and Harper was the perfect answer. I met many people which improved my interrelating to others.
- Although my value systems were formed when I was young, Harper provided me with the opportunity to parlay what was once a hobby into a profession.
- I do not think Harper affected my life style.
- Harper helped me adjust to college courses. The courses I took demanded more of me than what I had known in high school, so that when I attended St. Norbert the academic demands did not seem as overwhelming. Instead, I could concentrate my efforts on living away from home.
- Courses at Harper helped me to relate better to people. I have also learned much patience and understanding through the courses I took.
- Harper College has helped me to better communicate with my peers. It helped me to fulfill my life long goal to eventually apply to medical school and also to better understand others I come in contact with.
- Attending Harper College and being a recipient of the Trustee Scholarship made me proud that I was able to work my way through college independently. It also helped me to achieve my life long goal of becoming a teacher (hopefully a good one, at that).
- Attending Harper allowed me to complete my goal of obtaining a bachelor's degree. I would not have been able to afford four years at a state university without attending Harper first. Initially, my major was dental hygiene, but after meeting hearing impaired friends and taking sign language courses it changed. These influences helped me become what I am today - a teacher of the hearing impaired.
- Harper helped me to learn to deal with many diverse personalities. The resulting communications skills are quite valuable today.
- Like I stated before, pinball taught me to value my time and money better. I also have developed life long friendships at Harper. My communication skills are better.
- My experience at Harper showed me how important an education is. Because of my involvement in a management program at Harper, I learned a lot more about the role of management in society. This, in a way, made me want to further my education after Harper College.
- I cannot think of any experience at Harper that has had a great effect on my life.
- I feel I have become a more patient person because of several instructors at Harper who were very patient with me. The instructors I had seemed concerned and understood the material. I believe I took that value with me when I left Harper.
- Being a musician I could always communicate through my instrument. One speech class really gave me the skills to communicate to an audience without the horn. I use what I learned in that class at least once every week.
- It made me realize that you really have to work very hard to achieve your goals.
- Having two extra years to live at home furthered my relationship between my parents and myself. It also gave me responsibility by working part time and studying and I needed the time to grow. Extra curricular activities were lacking. Social life was also lacking. The student body never really got together socially, which makes it hard to have relationships.
- Harper gave me a taste of college life. It presented a challenge to go to school and also work two jobs. It has given me an associates of science degree which has helped

Comments (continued)

in getting me a couple of jobs. Harper has also aided me in the ways and means of dealing with other people and how to handle the problems that might arise from this interaction. Harper has also helped me in that I decided that a job in the science field is my career goal.
- As a community college its impact was not as great as it would have been during college with dorms.
- Gave me a good beginning in college in a good environment.
- I cannot say that Harper actually helped me - I was so young when I went there, and my life is radically different.
- Harper was the proving ground for me, for my intellectual identification, the place where, as a "late bloomer" I came to recognize my talents and where I felt a growing confidence in those talents. Harper gave me a second chance. Unfortunately, my autonomy and the further quest for it at Mundelein, resulted in a broken marriage. Growth is essential but often costly and painful.
- It got me started on a college path. That has impact which is life changing.
- The night and evening courses, taught by working professionals - computer analysts, accountants, etc. - and attended by working adults gave me, an 18-year old kid, some exposure to adult thinking in the "real" world.
- It helped prepare me for commuting back and forth to Roosevelt, and gave me some needed endurance - BASIC (Brothers and Sisters in Christ) helped me grow spiritually, emotionally, and psychologically. Harper also gave me a chance to begin to stretch my mind. The academic environment in which I excelled helped me to earn a full two year transfer scholarship at Roosevelt, and I also received a partial scholarship for graduate work. In addition, I am receiving Roosevelt sponsored grants to help ease the tuition load. Instructors that had significant influence on my educational achievement were Carol Burnett, Math Department, Mr. Surko, Accounting, Mr. Perricore and Mr. Doris, Accounting. I thank these for their valued teaching efforts which really helped me in the short and long run.
- Harper simply made me realize that college was accessible. It was a lot easier for me to transfer to NIU because I graduated from Harper.
- Was not affected.
- All of my classes taught me something valuable - I met people at Harper and they all had some impact (especially classes with older, returning students). They seem to have experience and lots to offer.
- Harper caused me to mature a great deal. I learned to handle a job and a full load of classes. It also gave me a love for education and a great basis for my career as a physical therapist assistant.
- One teacher I had at Harper taught me to question myself, authority, things in print, etc. This teacher and other people I met taught and helped me become less naive.
- I found what I wanted to major in.
- When I first went to Harper I was lacking in self confidence. Harper instructors helped me grow and realize people could and would accept me for myself. It was not an immediate change, but I look back and see that as the turning point.
- Harper was a good stepping stone. It gave me the opportunity to work on campus while attending classes, to be in a classroom situation with people of varied ages which I found very helpful in dealing with others in the business world, and to have a nice social life with friends from school as well as those from my neighborhood. We would also socialize with the faculty on occasion which helped me become more comfortable with the teachers I encountered when I transferred to U. of I.
- Harper was a convenient sort of halfway college/work/home environment for me. I was uncertain about myself, my finances and my abilities. To proceed, I was contributing at home and pursuing my lifelong dream of a career. It was eventually my parents, my community, and my perseverance that led me to gain my position which I now hold.

Comments (continued)

- Staying home for two years while my friends went away to school made me appreciate college more. I became determined to succeed and finally be able to go on to a four-year university. This goal made me study hard and helped me prepare for the intense atmosphere here at the University of Illinois.
- It has given me a rewarding profession. I no longer have a family life (too much studying). I am independent for the first time in my life.
- I mostly learned to work independently, and be responsible for completing assignments by a given deadline. I will try to be open to other's opinions where it related to my style of illustration, plus the subjects I illustrate in personal projects (usually science fiction scenes). Also, no matter how much effort I put into a work, or how much I like the finished piece, some one person is always going to dislike it due to the subject or style. I have to learn to accept creative criticism.
- I carry with me the pride of being a trustee scholar. I still feel Harper was an excellent choice to begin my college career.
- Harper helped me mature in many ways. I went to Harper because I was not ready to go away to school at that time. The classes that I took sharpened my mind and study skills which really prepared me well for a four-year institution. I am glad that I followed the path that I did - that is, attending Harper first. I don't know if I would have done as well as I did at Eastern if I had gone right out of high school.
- My education received at Harper has been a stepping stone to loftier career goals in the legal field. The paralegal program allowed me to investigate legal research and writing, and as such, helped me to determine my present educational course. I sincerely appreciate the opportunity the Trustee Scholarship Committee bestowed upon me when they awarded the scholarship.
- Learned to make goals and meet them, also the importance of having goals.
- Harper has had very little to do with my current life style. My family life, values, and relationships were well developed before I attended Harper. My communication skills were greatly improved while I was at Harper. Harper helped me to obtain my lifelong career goals. I am grateful for the scholarship and my education at Harper.
- Gave me time to mature and grow up. Also left time for me to decide what I wanted out of life.
- Harper gave me the chance to try different areas before selecting a major. I really enjoyed trying different courses and expanding my experiences. When I went on to a four-year school I simply wanted to do what was needed to finish my degree. My music studies at Harper gave me a solid base to work from in public radio and I am now getting back to performing here in Pensacola. I am also pursuing an interest in computer science that started with classes back at Harper.
- I took some of those personal evaluation tests given at Harper. They helped me narrow down fields that I would be interested getting into as well as fields I would not want to get into - I found Harper's counseling services to be very helpful.
- Because I attended Harper College I have decided that I would like to work in an academic environment and even beyond that -- a community college. I gained self-confidence, maturity and was able to experience a wide variety of things. I was given the room and encouragement to expand my horizons. My two years of academic excellence/Harper experience are undoubtably the best two years of my life.

List any civic organizations, volunteer work or boards you have been involved with since leaving Harper College

Community Activity or Organization	Office Held or Leadership Role
- Very active church member	
- North Suburban Dental Hygiene Association	Recording Secretary - 2 years Dental Health Month Chairman

List any civic organizations, volunteer work or boards you have been involved with since leaving Harper College (continued)

Community Activity or Organization	Office Held or Leadership Role
Illinois State Dental Hygiene Association	Delegate - 4 years Continuing Ed Committee - 3 years Constitution & Bylaws Committee
- University of Chicago Hospitals/Psychiatric In-Patient Ward	Asst. Activity Therapist
- American Society of Agricultural Engineers Society of Automotive Engineers Campus Housing	Secretary
- C.A.C.	Sports Committee
- Lake Zurich Chamber of Commerce	Board of Directors Member
DeKalb Area Recycling Team	Advertising Director
- Several Church Organizations	
- UIC National Honor Society	Member
Society of Technical Communications	Member - UIC Chapter
Danish Sisterhood of America	Corresponding Secretary
Danish Brotherhood of America	Member
Danish Settlers Society	Member
- Xerox Community Development Program	Leader/Volunteer Recruiter
- LaLeche League	Secretary
- CEC - Council for Exceptional Children Phi Lambda Theta	Teacher's Honor Society
- Blood Donor - Regular Basis	
- Trinity Lutheran Church	Director, Board of Worship
- Northwest Suburban Young Adult Group	
- Special Education Religion Program	
- Muscular Dystrophy	Student Coordinator '84, '85
Alexian Brothers Hospital	Emergency Room Attendent
Loyola University Annual Intern'l Festival	Four years from 83-86
- Interpreting Sign Language	Coordinator
Interpreting English to Spanish	Coordinator
Member of PTA	
- Student Government in Residence Hall	Representative for two floors
Division of Children w/Communication Disorders	Member
Illinois Teachers of the Hearing Impaired	Member
Illinois Special Olympics	Volunteer
High School Alumnae Association	Class Representative
- Geography Club	President
- Illinois Natural History Survey	Field Technician
- American Cancer Society	Committee for Bikeathon
- Multiple Sclerosis	Camp Faculty
Phi Theta Kappa American Physical Therapy Association	Member at Large
- S.O.M.E. (So Others May Eat) Soup Kitchens	Volunteer
Luther Place Shelter for Women	Volunteer
Zacchus Medical Clinic	Physician Assistant
Resident Asst/Resident Director	
Medical Student Council	President
Medical School Newspaper	Editor
- Sunday School	Teacher
Girl Scouts	Leader

Community Activity or Organization (continued)	Office Held or Leadership Role
- Society of Typographic Arts	Conference Chairman
Chicago Artists Coalition	
- Police Association	Arbitrator
- Phi Kappa Psi Social Fraternity	
Pi Tan Sigma Mechanical Engineering Fraternity	
- Northern Illinois Society of Illustrators	
- PSI CHI National Honor Society of Psychology	
- Waycinden League	Coach
- The Bridge - Youth Services	Volunteer
Southwest Women Working Together	Volunteer/Battered Women's Crisis line
Parent/Child Network	Publicity Chairman
- Alpha Epsilon - Professional Broadcasting Society	Secretary
Community Theatre	
Choral Society of Pensacola	Board of Directors
Pensacola Chamber Music Festival	Volunteer

A P P E N D I X

- Survey Instrument
- Cover Letter

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

Spring 1987

Dear Trustee Scholarship Recipient:

We are following up each recipient of the Trustee Scholarship. We would like to know what you are now doing and your evaluation of Harper College.

In order for Harper to properly evaluate itself and continue to improve quality of service to students, it is essential to have good information on its former students. Any information you supply will be kept strictly confidential among appropriate college administrators. The number in the right-hand corner of the survey enables us to take your name off the mailing list when your completed response is received. This saves us the cost of unnecessary mailings and you the bother of receiving a second mailing of the survey in addition to a follow-up telephone call.

We greatly appreciate your response to this questionnaire and a self-addressed stamped envelope is enclosed for your convenience in returning the survey.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Planning and
Institutional Research

jc
Enclosures

SURVEY OF FORMER TRUSTEE SCHOLARSHIP

RECIPIENTS AT HARPER COLLEGE

1- What is your present status?

_____ a. I am employed full time but am not enrolled in college.
_____ b. I am employed full time and am enrolled in college part time.
_____ c. I am employed full time and am enrolled in college full time.
_____ d. I am enrolled in college full time and am employed part time.
_____ e. I am enrolled in college full time but am not employed.
_____ f. I am enrolled in college part time and employed part time.
_____ g. I am employed part time but am not enrolled in college.
_____ h. I am enrolled in college part time but am not employed.
_____ i. I am in the Armed Forces
_____ j. I am unemployed and not enrolled in college but seeking employment.
_____ k. I am a homemaker, not employed, nor enrolled in college.
_____ l. I am not employed nor enrolled in college for some other reasons such as illness or in transition, etc.

2- What is your present educational goal? Check (✓) one.

_____ a. I am presently enrolled full time in a college or university.
_____ b. I am presently enrolled part time in a college or university.
_____ c. I plan within the next year to return to college.
_____ d. I plan to return to college someday.
_____ e. I am presently enrolled in a specific training program.
_____ f. I have completed my educational goals.
_____ g. My educational plans are unknown at this point.

3- How far have you continued your education since leaving Harper? Check (✓) one.

_____ a. I have taken no college courses since leaving Harper.
_____ b. I have taken some college courses but do not have a bachelor's degree.
_____ c. I have achieved a bachelor's degree.
_____ d. I have achieved a bachelor's degree plus some graduate courses.
_____ e. I have achieved a master's degree.
_____ f. I have achieved professional degree.
_____ g. I have achieved the doctorate degree.

3a- If you have not continued your education since leaving Harper College, please skip to Item 8.

4- List the colleges or universities you have attended since leaving Harper College along with your major field and any degrees earned.

Years attended	College or University	Major Field	Degree Earne

5- How related was your last major to your major at Harper College?

_____ a. They were identical.
_____ b. They were closely related.
_____ c. They were somewhat related.
_____ d. They were not related.

6- What portion of the courses which you took at Harper were you able to transfer? If you do not know for sure, make the best guess you can.

_____ a. 0 - 20%
_____ b. 20 - 40%
_____ c. 40 - 60%
_____ d. 60 - 80%
_____ e. 80 - 90%
_____ f. All but 2 or 3 courses
_____ g. All but one course
_____ h. Transferred all courses

7- What is your approximate cumulative grade point average on a 4.0 basis at your last college? Check (✔) the closest GPA.

A -----	_____ 4.0	_____ 3.8	_____ 3.6	_____ 3.4	_____ 3.2
B -----	_____ 3.0	_____ 2.8	_____ 2.6	_____ 2.4	_____ 2.2
C -----	_____ 2.0	_____ 1.8	_____ 1.6	_____ 1.4	_____ 1.2
D -----	_____ 1.0	_____ Less than 1.0			

8- Please list your employment situations since leaving Harper College.

Dates of Employment	Job Title	Employer

9- Which of the following items best describes your present or last employment status?

_____ a. Unskilled labor
_____ b. Semi-skilled labor
_____ c. Technician, skilled labor or foreman
_____ d. Beginning professional
_____ e. Experienced professional or second line supervision
_____ f. Creative scientist or researcher or upper middle management
_____ g. Vice president level or higher

10- How related is your present or last job to your major field and what you prepared for at Harper College?

_____ a. They are identical.

_____ b. They are closely related.

_____ c. They are somewhat related.

_____ d. They are not related.

11- In what geographic area do you currently work or worked in at last job held?

_____ a. Downtown Chicago

_____ b. Outer fringes of Chicago -- city limits

_____ c. Northwestern suburban area (Barrington, Hoffman Estates Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Mt. Prospect, Prospect Hgts., Wheeling, Buffalo Grove, Elk Grove)

_____ d. Other Chicago area suburbs

_____ e. Within 40-100 miles of Chicago

_____ f. In Illinois more than 100 miles from Chicago

_____ g. Outside of Illinois (Specify)_____

_____

_____

12- What is your present or last annual salary range? (Answer only if employed full time.)

_____ a. Under $3,328 per year or under $1.60 per hour.
_____ b. $ 3,328 - $ 4,159 per year or $ 1.60 - $ 1.99 per hour.
_____ c. $ 4,160 - $ 4,999 per year or $ 2.00 - $ 2.39 per hour.
_____ d. $ 5,000 - $ 6,999 per year or $ 2.40 - $ 3.36 per hour.
_____ e. $ 7,000 - $ 8,999 per year or $ 3.37 - $ 4.32 per hour.
_____ f. $ 9,000 - $ 9,999 per year or $ 4.33 - $ 4.80 per hour.
_____ g. $10,000 - $11,999 per year or $ 4.81 - $ 5.76 per hour.
_____ h. $12,000 - $14,999 per year or $ 5.77 - $ 7.20 per hour.
_____ i. $15,000 - $19,999 per year or $ 7.21 - $ 9.61 per hour.
_____ j. $20,000 - $24,999 per year or $ 9.62 - $12.02 per hour.
_____ k. $25,000 - $29,999 per year or $12.03 - $14.42 per hour.
_____ l. $30,000 - $34,999 per year or $14.43 - $16.83 per hour.
_____ m. $35,000 - $39,999 per year or $16.84 - $19.23 per hour.
_____ n. $40,000 - $49,999 per year or $19.24 - $24.03 per hour.
_____ o. $50,000 - $59,999 per year or $24.04 - $28.84 per hour.
_____ p. $60,000 - $69,999 per year or $28.85 - $33.65 per hour.
_____ q. $70,000 per year and over or $33.66 per hour and over.

13- How well did Harper prepare you for your job? Check (✓) the appropriate column for each item.

Preparation	Harper Helped Me Considerably	Harper Helped Me Somewhat	Harper did NOT Help me at all
Specific job knowledge	_____	_____	_____
Technical Job	_____	_____	_____
Communication Skills	_____	_____	_____
Managerial Skills	_____	_____	_____
Maturity	_____	_____	_____
Other (Specify)_____	_____	_____	_____
_____			

14- To what extent do you manage or supervise the work of other people? Check (✓) ONE.

_____ a. I supervise or manage the work of over 20 people.

_____ b. I supervise or manage the work of 11-20 people.

_____ c. I supervise or manage the work of 5-10 people.

_____ d. I supervise or manage the work of 1-4 people.

_____ e. Occasionally I am a team leader or supervise some people.

_____ f. I never supervise or manage the work of others.

15- What difference did the Trustee Scholarship make in your life. Check (✓) the ONE most important difference.

_____ a. I would not have attended Harper College if it had not been for the Trustee Scholarship.

_____ b. It allowed me to attend Harper College without working so many hours.

_____ c. It allowed me to save money toward my education when I transferred to another college.

_____ d. Other difference (describe briefly)_____

_____

_____

_____

_____ e. It made no difference in my life.

16- What person or experience at Harper made the biggest impact on your life? It could be a faculty member or staff person, an extracurricular activity, a course, or another student you met. Describe briefly the person or experience and why it had such an impact on your life.

_____

_____

_____

_____

_____

17- As you look back at your days at Harper College, what area needed the most improvement? It might be a course, program, student service, student activity, facility or anything that related to your experience. Describe briefly the area and how it could be improved.

_____

_____

_____

_____

_____

_____

18- **Describe briefly how your experience at Harper has affected your whole life style. (Such as value systems, family life, relationships with others, lifelong goals, communications skills, etc.)**

_____

_____

_____

_____

_____

_____

_____

_____

19- **List any civic organizations, volunteer work or boards you have been involved with since leaving Harper College.**

Community Activity or Organizations	Office Held or Leadership Role
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

20- **Would you be willing to make a personal testimonial regarding Harper College either in the newspaper or in a student recruitment talk or at an awards function?**

_____ YES _____ NO

If you marked YES, a College official may contact you for an interview.

THANK YOU for responding to this survey.

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Junior Colleges AUG 19 1988